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Committee of Missionary Preparation

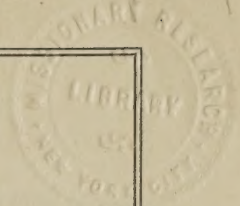
The Training School on  
the Mission Field.





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# The Training School on the Mission Field

The Preliminary Report of the Committee of Missionary Preparation to the Committee of Reference and Counsel of the Foreign Missions Conference of North America.

Prepared, in accordance with the resolution adopted by the Foreign Missions Conference, January, 1922, by a Sub-Committee consisting of

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## THE TRAINING SCHOOL ON THE MISSION FIELD

### 1. The Genesis of the Training School Idea

The idea of developing training schools on the field for new missionaries arose from two convictions held by the majority of missionaries: First, that readiness in the use of his vernacular is one of the most important assets of the missionary; and, second, that such readiness is best obtained, under proper conditions, on the field in direct contact with those to whom the vernacular is a mother tongue. The instructive report of the Committee of the Edinburgh Conference of 1910 on the Training of Missionaries, and the series of Continuation Committee conferences in 1912-13, were the direct means of arousing, both at the home bases and in the field, a specific enthusiasm for the establishment of such schools in various mission areas. The idea behind the training school, however, had been conceived and given expression at an earlier date. For many years, beginning probably in 1885,<sup>1</sup> the China Inland Mission had been maintaining two training centers in China for its own new missionaries, one at Yangchow for women, one at Anking for men. At these schools the Chinese language was taught by a method regarded at the time as very efficient, worked out by the late Rev. F. W. Baller. As early as 1903 a school for the study of Japanese by missionaries was founded at Tokyo. In 1907 Dr. D. Willard Lyon, then the Secretary for Training of the National Committee of the Y. M. C. A. of China, demonstrated at Kuling, China, during a four months' language school for Association secretaries, the value of scientific group instruction in mastering a vernacular and the possibility of dealing with more than one dialect at a time. In 1909 the Canadian Methodist Mission in West China started a language school. In 1910 at Peking Rev. W. Hopkyn Rees, D.D., of the London Missionary Society, was encouraged by his colleagues and then appointed by his Society to open a school for language study for the benefit of young missionaries coming to Chihli province. In its first year it had nineteen students. Its second year began with twenty-four students, eventually reaching thirty-nine, representing six different mission Boards. In 1913, on the resignation of Dr. Rees as principal, this school became known as the North China Union Language School, and in 1916 Mr. William B. Pettus became the Director.

Meanwhile at Shanghai in the winter of 1911-12, when many young missionaries had been forced to remain in Shanghai on account of the revolution of 1911, the first cooperative language school in that part of China was conducted under the leadership of Messrs. Pettus and Keen. This school was later transferred to Nanking, where it became a part of the University of Nanking. A trifle later Rev. J. W. Crofoot, of Shanghai, worked out a training scheme

<sup>1</sup> Hudson Taylor and the China Inland Mission, 1918, p. 393.



for new missionaries of the Wu district which operated successfully for a time.

In China, as in missionary areas generally, it had long been the custom among Missions to appoint language committees which were made responsible for supervising new missionaries in their language studies and for applying the necessary tests of efficiency. These committees developed courses of study which followed general lines of resemblance, being based on practical experience and on the educational ideas of an earlier generation. As a rule, however, they laid too much stress upon book study and too little upon conversational drill. Moreover, they left too much to the initiative of the inexperienced missionary, whose attitude and habit in language study were far too often educationally bad. The language school, in consequence, was the result, both of a new impulse toward cooperation and of a need for better methods of language study.

At Edinburgh the wisdom of cooperation in missionary training was stressed repeatedly and produced an immediate effect. The existing schools on the mission field were given added importance and others were established. By the fall of 1912 there were two union schools in the Near East, one held at intervals at Brummana, Mt. Lebanon, Syria, and one permanent school in Cairo, two in India, at Poona and at Lucknow, one in Japan at Tokyo and three in China at Chengtu, Nanking, and Peking (not counting the two China Inland Mission schools at Anking and Yangchow), eight in all, no account being taken of casual summer gatherings for study, of which there were several.

The *Official Report* shows that at most of the Continuation Committee conferences of 1912-13 there was a definite expression of missionary approval of the idea of union language schools. In consequence, within the next year or two, still other schools were planned, particularly in India and in China. Since no clear conception had yet been reached regarding the most efficient methods of organization, management and instruction, errors of judgment were made by managing committees which, in some cases, turned out disastrously. Moreover the great War, with its marked reduction in the number of new missionaries and its challenge for service to many of the young men and women on the field, caused the suspension of some schools for lack of patronage. Others were wrecked by a lack of efficiency in organization or an unwillingness among the Missions concerned to co-operate or by an unpreventable reduction in staff. Meanwhile, however, at the most progressive of the active schools methods were tried out which were destined virtually to revolutionize those used by language schools everywhere. It was being proven that some application of the "direct" methods of instruction, as used successfully in the teaching of modern languages in Europe and America, was desirable in teaching a vernacular. Ten years of continued experiment at these schools have not only demonstrated beyond reasonable doubt the value of the language training school for the

new missionary, wherever it can be established under proper conditions, but have also thrown much light upon the methods of management and instruction most likely to produce success.

Since the scope of these schools, wherever established, tends to become broader than the provision of a year or so of language training, a tendency has developed to term them "Training Schools on the Field" rather than "Language Schools." Language teaching must, however, remain their principal and most characteristic function. The two terms are used in this report interchangeably.

The studies of your committee have led it to certain tentative conclusions, the basis for which it seeks to make clear in what follows.

## 2. The Place and Function of the Union Language School

There are certain languages, such as Arabic, Persian, Urdu, Tamil, Mandarin Chinese, Spanish and Turkish which are spoken over large areas, each of which is occupied by several, sometimes by many, missionary societies. All missionaries, whatever their respective denominations, sent to one of these areas, demand, for the first year or two, an almost identical training, which can be given more economically and with greater efficiency in a group than to each member of that group separately. The union training school aims to provide this needed training. It enables each young missionary to concentrate with all energy upon his first important task, viz., the acquisition of the vernacular and of a general knowledge of new conditions amidst which he is to work. It provides first rate instruction; it affords much collateral training of great value. It furnishes a stimulating yet normal environment for the hazardous first year; and, in addition, it trains together for a time young missionaries who in later years will need to be working in friendly cooperation.

The union training school on the field needs no justification. It has amply proven its worth when conducted under proper conditions. Even the least efficient of these schools has produced better results with the average missionary than individual instruction has afforded. It is not, of course, the only solvent of the important problem of introducing the new missionary to the vernacular which he is to use. There are many missionary districts so small linguistically or so isolated that no way has yet been tried out for relieving, through a permanent faculty, the young missionary from the need of getting his language by the older methods. In Great Britain Mission Societies are taking increasing advantage of the facilities for language instruction afforded by the School of Oriental Studies in London, established by royal charter in June, 1916. At this school a large number of Oriental languages are taught scientifically, native teachers of each language being used as well as English instructors. Professor Meinhof, of Hamburg, argued strongly for this policy in 1910<sup>1</sup> on the principal ground that no non-European acting alone can ever become a perfectly satisfactory language teacher for a European pupil.

<sup>1</sup> World Missionary Conference. Report of Commission V, pp. 263-9.



Without minimizing the solid advantages of such a linguistic training as that made available at London, it may be remarked that missionary training involves much more than the acquisition of a vernacular and that the linguistic instruction given in our leading training schools on the field today is not open to Professor Meinhof's criticism. In these schools the non-European teacher is under careful direction and is continually supplemented by the European principal. Professor Meinhof's principle is perfectly sound. The ideal method of linguistic training for the young missionary demands at once the resources, both of the brilliant native scholar and of the trained European or American teacher. Whether it will be more economical for our Boards to get the necessary linguistic training for their missionaries mainly on the field or mainly at the home base is a question demanding consideration. So far as North American Boards are concerned, such training is at present more feasible on the field. Such a school as the School of Oriental Studies in London is not available at present in North America nor would it be easy to maintain a single school of similar character to serve missionary candidates from such widely scattered areas as the geographical conditions in North America would require. There might be circumstances, however, as indicated elsewhere, which would justify a North American Mission Board in sending some of its young missionaries to London for training, especially when their route of travel could easily include such a stop. A missionary going to Africa or to any country unprovided with schools for missionary training or where the language areas are very small might often, with great advantage, be sent to London, if the needed instruction were available there. On the contrary, a missionary going to China or to Japan or even to the Near East would probably be more wisely provided for on the field.

The preponderance of opinion at present in North America seems to favor the continuation of those language schools which have proven their value and the addition here and there to their number. In order to open the way to the adoption of a well considered policy, this Report will proceed to list the existing schools known to be actively in operation, and to discuss the problems involved in the continuation and enlargement of the training school idea.

### 3. The Schools Which Are Active in 1922-23

In China, Japan and India, committees were promptly formed in 1913, representing each country as a whole, which seriously took hold of the problem of missionary training. In China and Japan the existing situation results from the leadership of their respective committees. In India, largely because of the war, the Committee on the Training of Missionaries of the National Missionary Council has been unable to pursue any settled policy. The group of four schools in India was prevented for a variety of reasons from developing normally. Only the school at Poona survived the war. In Persia a language class at Resht, just at its beginnings, met the same fate.



## IN CHINA

(1) *The North China Union Language School*, Peking, China. Organized in 1913. Director, William B. Pettus, M.A. This school has approximately 300 students with a faculty of 120 Chinese instructors, supplemented by about twenty British and American teachers and lecturers giving part time. While emphasizing language training, the school aims to provide a fairly wide range of instruction in things Chinese through a carefully organized scheme of lectures, given by missionary, diplomatic and business experts. The school serves not only the Missions of North China, but also those elsewhere where Mandarin is spoken and in addition the diplomatic and business interests centering at Peking. It has recently secured the promise of funds for a first-class plant.

(2) *The Department of Missionary Training of the University of Nanking*, Nanking, China. Dean and Director, Rev. Charles S. Keen, D.D. Begun at Shanghai in 1911 and at Nanking in 1912. During 1921-22 it had approximately 150 students with a faculty of fifty Chinese instructors. Its work is distinctively linguistic but it provides for occasional courses of lectures on things Chinese. It serves the Missions of mid-China, occupying a very strategic position in a center which affords a conspicuous example of united missionary effort in education of many types. It was the first union school to secure an adequate working plant.

(3) *The Union Missionary Training School of the West China Union University*, Chengtu, Szechuan, China. Director, Rev. Spencer Lewis, D.D. It succeeds an earlier school founded by the Canadian Methodist Mission in 1909, reorganized in 1913 and still further reorganized in 1919. The attendance is necessarily limited to those who plan to work in West China. In 1921-22 there were forty-nine students, two foreign instructors and a Chinese faculty of twenty-six, giving full time to linguistic instruction. Its students thus receive much individual attention. Occasional lectures on things Chinese are given through the academic year by members of the University staff and by other specialists. The one-year course in residence is followed by two years of study supervised by correspondence.

(4) *The Department of Missionary Training of the Fukien Christian University*, Foochow, China. Director, Professor Raymond B. Blakney, who has an associated staff of ten or twelve teachers, mainly Chinese. In 1921-22 three groups, differently graded, were being taught, aggregating twenty-five or thirty students. An advisory committee of four relates the department closely to the participating Missions and to the Chinese Church.

(5) *The Canton Language School*, Canton, China. Director, Rev. O. W. McMillen.<sup>1</sup> Opened as a language study class in 1913 and, until 1919, supported and controlled by the American Presbyterian Mission. Since 1919 it has been a union school. It serves the

<sup>1</sup> The committee has been unable to determine, prior to the appearance of this report, whether the active director for 1922-23 is Rev. Mr. McMillen or Rev. H. O. T. Burkwall. Each one has acted as director.

Missions in Kwantung province and is necessarily modest in size. There are five or six Chinese teachers and several missionary lecturers on the staff. In 1921-22 there were some forty students. Occasional lectures are given in things Chinese.

(6) *The Wu Dialect Language School of Soochow University*, Soochow, Kiangsu, China. Dean, Rev. W. B. Nance. This school was established in 1920 to serve non-Mandarin speaking missionaries of Southern Kiangsu and Northern Chekiang provinces. In 1922 it had some fifty students, representing from six to eight Boards. The school meets a very definite need, but must be regarded at present in the light of a well organized experiment. Whether missionaries who must make use of the various Wu dialects can most economically and efficiently be handled at a special school of their own is a question still open to discussion.

(7) *The China Inland Mission Training School for Men*, Anking, Anhwei, China. Organized in 1885. A school in which new missionaries recruited for service in China are held for training, so that they may enter intelligently into the life of the Chinese people. For many years under the leadership of the late Rev. F. W. Baller its linguistic work was highly rated. The average number of students before the war was twenty. During the war the dearth of male candidates for missionary service led to a temporary suspension of the school. It has been reopened for 1922-23. It is not in any sense a union school.

(8) *The China Inland Mission Training Home for Newly Arrived Women Missionaries*, Yangchow, Kiangsu, China. Superintendent, Miss M. Murray. Organized in 1888. At this school new women missionaries report on arrival in China for shelter and for training in language and in things Chinese. The average number each year before the war was thirty. The length of stay at the Home and the size of the staff of instruction are determined by circumstances.

(9) *The British Chambers of Commerce Schools*, Hankow, Shanghai, and Hongkong, China. These are regularly organized language schools. They are not, as a rule, patronized by missionaries, although veteran missionaries are at the head of at least two of them. The British Chamber of Commerce at Peking makes use of the North China Language School.

(10) *Salvation Army Language School*, Peking, China. This school is held in the "Training Garrison" of the Army, under Commissioner Francis W. Pearce. It serves, of course, the Army only. At one time the Salvation Army joined with the Missions in using the North China School, but found it more economical to maintain its own school.

#### IN KOREA (CHOSEN)

(1) *The Seoul Language School*, Seoul, Korea. This school was started in 1919. Classes are held from October to December and from April to June, when teachers are available. This work is in



charge of a permanent committee of which Professor Horace H. Underwood is the chairman.

#### IN JAPAN

(1) *The Tokyo Union Language School*, Tokyo, Japan. Director, Rev. Jerome C. Holmes. According to Professor Müller in "The Christian Movement in Japan" for 1914, the present union school was reorganized in 1914, after eleven years' existence as a private school which had the encouragement of the Standing Committee of Cooperative Missions. Professor Frank Müller was the director until his death. The school is thoroughly established. In 1921-22 it had ten teachers and about fifty students; in the fall of 1922 some seventy students were reported. The Tokyo school centers attention on the language, encouraging a two-year course of resident study. It pays relatively slight attention to lectures on things Japanese.

#### IN INDIA

The Year Book of Indian Missions, issued in 1912, reported a general approval of the idea of union language schools and the specific intention of a prompt opening of two schools, one at Bangalore for Dravidian speaking missionaries, one at Lucknow for those speaking Urdu and Hindi. By 1914 schools were also in existence at Calcutta for Bengali speaking missionaries and at Poona for those using the Marathi. In 1915 the South India Missionary Language School at Bangalore and in 1916 the Calcutta Language School for missionaries were closed on account of the war. The Language School for North India at Lucknow closed a year or so later, partly on account of war conditions and partly because no principal was available. None of these enterprises had a fair chance for sound development.

(1) *The Landour-Mussoorie Language School*.—This is really two schools, in adjacent communities, under separate principals but with one Board of Directors. The Mussoorie Branch is patronized mainly by Methodists. Its principal is Miss Lawson. Its statistics are unavailable. The Landour Branch is attended by missionaries from various Missions. In 1920 there were twenty-two. Its present Director is Rev. H. G. Goodsell, of Lahore. Both schools teach Urdu and Panjabi, with some provision at Landour for Hindi. Neither of the schools can be called a permanent organization. They are held during the summer months from May to September, inclusive. Their directors change often, with the result of changing policies. Five strong American Missions and at least four British Missions furnish a thoroughly adequate constituency for a permanent school, whose range could be very extensive. It would not only cover North and Central India, but might be used, for a time at least, by those going to Persia. Its curriculum would doubtless include a well worked out scheme of Islamics for those who deal with Moslems.

(2) *The Sialkot-Dharmasala Language Class*.—During the past year a language class for new missionaries of the United Presbyterian

Board has been held at Dharmsala in the Punjab. This class was under the direction of Rev. Robert W. Cummings, assisted by a corps of Indian munshis. Twelve missionaries were studying at Dharmsala.

(3) *The Language School for West India*, Poona, India. Director, Rev. N. Macnicol, D. Litt. A school, opened in 1913, for missionaries who use the Marathi. In 1915 there were from thirty to forty students. A summer session of the school is held at Mahableshwar. This is a well established school of eight years' standing. Its most recent statistics are unavailable.

(4) *The South India Language School*, Kodaikanal, Madura, South India. Director, Rev. A. S. Wilson. Established in 1920 for Tamil speaking missionaries by a joint committee of the Arcot and Madura Missions. In 1920 there were six students from at least two Missions; in 1921 there were sixteen in the first year class, representing seven Missions, and as many more in advanced work. The expenses of the school have been met so far on a pro rata basis.

#### IN THE NEAR EAST

(1) *The School of Oriental Studies of the American University*, Cairo, Egypt. Organized in 1912 as the Cairo Study Center, under the leadership of the Rev. Canon W. H. T. Gairdner, of the Church Missionary Society and of Dr. S. M. Zwemer, of the Reformed Church in America, to teach the colloquial Arabic of Egypt, Arabia, Africa and Persia, and to teach classical Arabic. Its course of study also covered an introduction to Moslem life, law, theology, and literature. In 1914 there were twenty-one students. The linguistic work of the school was made in 1922 a department of the University, which aims to afford missionaries and government officials the means of making a thorough study of the Arabic language. The chairman of the faculty is President Charles R. Watson, D.D. The director of the school is the Rev. Arthur Jeffrey, with whom is associated Canon Gairdner, the Rev. E. E. Elder and a staff of seven full time Egyptian teachers and five part time teachers. At present the students number about forty. The courses on Islamics, developed by Dr. Zwemer, are being given under the direction of the Missions in Cairo at the Study Center which still has a corporate existence.

(2) *The Constantinople Language School*, Constantinople, Turkey. Director, Rev. Fred F. Goodsell. A school for the teaching of Armenian, Turkish and Greek. It was established in 1920 under the auspices of the American Board, but with the "favorable consideration" of other missionary bodies. Sixteen students were registered in 1921 for various periods of study, two of them belonging to other Missions. Many lectures of very great value on topics pertaining to the Churches, the missionary activities, the life and literature of Near Eastern peoples, on Islam and on the Ottoman power were given during the year.

(3) *The Missionary Study Center*, Suk-el-Gharb, Lebanon, Syria. Principal, W. G. Greenslade. A school established in 1920



by mission Boards working in Syria and Palestine. It aims to teach the colloquial Arabic of Syria and Palestine as well as classical Arabic. During the year from October 1920 to September 1921, there were forty-two students, representing fourteen missionary organizations, with two others who were not missionaries. The language courses are supplemented by lectures and readings.

#### IN AFRICA

No missionary union schools have been established so far in Africa, except, of course, the school at Cairo which serves Egypt and the Sudan. Two schools, however, may be mentioned which may be of assistance in solving the problem of language preparation.

(1) *The School of African Life and Languages of Cape Town University*, Cape Town, South Africa. Director, Rev. W. A. Norton. Founded to promote the scientific study of African languages, history and folklore. In his inaugural address, October 25, 1921, as director, Professor Norton expressed his keen sense of the need of a more thorough linguistic and general preparation for the missionary and his desire to cooperate with the missions. Through Cape Town there is a constant flow of new missionaries and of civil administrators.

It does not seem impracticable for the Missions to utilize the resources of the university in connection with a missionary training center. For February, 1923, the School is arranging vacation courses on Bantu anthropology, education and literature.

(2) *The School of Oriental Studies* in London, England. Established in 1916. Instruction is offered at this school, which is a part of the University of London, in Kaffir, Karanga, Sesuto, Sechuana, Zulu, Swahili, Luganda, Egyptian Arabic, Nyanga and Hausa. Presumably this instruction is given by trained teachers to whom each vernacular is a mother tongue. If such is the case, the school goes far towards solving the most important problem for the African field.

#### 4. Regions in Which Schools Might Usefully Be Established

From the above list it will be noted that the Near East, China and Japan are reasonably well provided with schools of the major-language type. The situation in India is at present rather unsatisfactory. Latin America, Africa, except for the regions where Arabic is pre-vaillingly spoken, Malaysia and the islands are virtually without definite schemes for training new missionaries.

In India there has been some agitation for a single, central language school for all India, but the judgment of missionaries on that field seems to coincide with that of most administrators at home to the effect that such a central school is unnecessary and rather impracticable. The Indian Empire seems to demand at least four schools, each of which would be of ample size.

The only school which has continuously maintained itself in India has been the school at Poona for the Marathi speaking area. It may also be said that the Urdu speaking area has, in spite of many difficulties, maintained a school of some sort.

In South India, notwithstanding the ill success of the first experiment at Bangalore, a school has developed at Kodaikanal, suitably located for Tamil speaking missionaries in South India and Ceylon. Whether this school can readily function also for Telugu and the other Dravidian languages is a question for consideration. There would seem to be a presupposition in favor of a school for all missionaries speaking Dravidian tongues at some convenient center. Bangalore seemed to be such a center, at which there could be eight months of continuous study, followed by two months in the hills. The reasons for which the earlier school at Bangalore failed do not seem fatal to a renewal of the enterprise, if the South Indian Missions sincerely cooperate in it.

In Northwest India there is surely need for a well organized, permanently located language school of the major-language type, teaching Urdu, Hindi and Panjabi. The school at Lucknow was established for that purpose, but it is believed that the causes of its failure might be avoided in any future attempt. The present schools at Landour and Dharmisala are doing well, but they must be regarded in the light of stop-gaps. Many missionaries have suggested that a school of the type needed could be established at Dehra-dun, if Lucknow was not again chosen.

There would seem to be a natural need for a school for the Bengali area at some location permitting at least six months of consecutive study. Such a school would probably also teach Hindustani. Whether four well organized schools would meet the needs of all India is debatable, but at least these four are surely to be desired. Missionaries to the Sinhalese speaking people of Ceylon, those to the Burmese people and those to the inhabitants of Malaysia would seem to require some provision for their needs. The Continuation Committee Conference at Rangoon in 1913 urged a union summer school, perhaps at Maymyo.

These facts about the situation in India have been gathered in order that they may be clearly understood by those in North America who take a direct interest in that country. From the standpoint of training schools, India is today the most important field which demands the attention of our mission Boards. Of course it goes without saying, however, that no real program of any sort can be undertaken unless and until it has been adopted with the full co-operation, not only of the British Societies, whose interests are naturally very prominent, but also of the Boards of other interested countries. Speaking practically, however, the support of these schools will be determined essentially by the attitude of the British Boards and of our own.

The Near East is now covered for Arabic, Turkish, Armenian and Greek. How the Persian area may most wisely be handled in the coming years is an open question. A first rate school in Northwest India might become the natural training school for many Persian missionaries.



In Latin America the situation is less acute than elsewhere, because opportunities for the acquisition of Spanish are available in the United States. Experienced missionaries, however, feel that great care should be taken to insure learning the right sort of Spanish. In view of the distinct advantage to the young missionary of a correct, idiomatic use of excellent Spanish and a proper introduction to Latin American ways and ideas, most missionaries seem to favor a language school to which the Boards may send their new missionaries, destined for Latin America, for a part or for the whole of their first year. Montevideo invites such a school. Many seem to think that Havana or the Canal Zone would afford the ideal location, if there was to be only one Spanish speaking school for all Latin America. For missionaries who are to speak Portuguese a school somewhere in Brazil may be necessary. Dr. W. A. Waddell of Brazil, writing recently, declares: "No one could learn Portuguese in Montevideo, or Spanish in Sao Paulo, and avoid an accent which would be a permanent detriment. The teaching of Spanish and Portuguese cannot be combined in the same school."

The continent of Africa presents a difficult problem, which may have to be solved in a way very different from the solution adopted for other great areas. The general conferences of the African continent should take up this question with great seriousness. Possibly it should be solved through such foundations as those in London and in Cape Town.

The language problem of the missionary to Africa is often threefold: (1) He must know, reasonably well, and be able to use the language of the dominant European race, at least in French and Portuguese territory. This knowledge he will usually secure at home or *en route* to the field. (2) He may need to know a *lingua Franca*, such as Swahili, for much of the East Coast, Nyasaland, the Congo River Basin, Uganda and part of South Sudan, or such as Hausa, for the Central Sudan and the Lake Chad region. This he may get in London. (3) He must use a local dialect. These are almost innumerable. Sir Harry Johnson tabulates no less than 274 Bantu dialects alone. These must be mastered where they are spoken. To what extent training classes or training schools can be relied upon for the study of these dialects is a matter demanding thoughtful consideration.

It may be of interest to report conclusions to which the Committee on Centers for the Distribution of Literature for Moslems has come in its survey of the whole Moslem world. In all probability the plans of such a committee and the proposals regarding training schools may eventually be brought into unity.

The Committee has chosen the following centers:

Algiers, for all North Africa west of Egypt.

Cairo, for Egypt and the Sudan.

Beirut, for Syria and Palestine.

Constantinople, for Turkey and Russia.

Teheran, for Persia and Central Asia.

Singapore, for Malaysia and Indo-China.  
Shanghai, for China.  
Lucknow, for Mohammedan India.

### 5. The Essentials of a School in a Major-Language Area

The decade since 1912 has furnished a rich and valuable experience as regards the training of new missionaries on the field which ought to be capitalized. A candid review of its history shows that some of the schools, then established, were failures because the methods used in them were inferior. Many costly experiments have been made. It is now possible, however, to reinterpret this experience, good and bad alike. The consciousness of the failure of some schools should not prevent a recognition of the very real advantages reached in the schools which have been a success. The weakest schools have averaged better results than were produced in the past through contact of the individual missionary with untrained native teachers. The best schools have antiquated such instruction.

In the judgment of the Committee this dearly bought experience suggests several features which seem indispensable to a first rate language school today. A language area with a range large enough to bring it a steady supply of young missionaries of different Boards deserves a permanent school with a thorough equipment. Roughly speaking, an assurance of twenty-five or more missionaries per year should fully justify the organization of some scheme for preparing them as speedily and efficiently as possible for entering upon their missionary task.

(1) *It should be a union school.*—The feasibility as well as the economic and linguistic advantage of the cooperation of all Missions within a language area requires no further demonstration. Given proper conditions a union school offers advantages far superior to those obtainable under private management or in a single Mission.

(2) *It should be located, if possible, at a point affording ample opportunity for study of missionary activity and for practice of the vernacular.*—The young missionary, during his first year, needs more than a scientific introduction to the language of his field. He must make a gradual adjustment to the people and to their ways and to the mission problems of his field. It was fine strategy that placed permanent language schools at Peking, Nanking, Cairo and Tokyo, influential centers of national thought and of missionary statesmanship, where good teachers are always obtainable and missionary work is at its best. At such centers the young missionary can scarcely fail to absorb, like a sponge, the dominant influences operating in the land of his adoption and thus to receive a valuable preparation for the great task before him.

Since for best results a school for missionary training should be able to carry on consecutively for eight or nine months, the choice of a location may be complicated, as in India, for example, by climatic conditions. The South India Language School, now established at Kodaikanal, permits missionaries to be in residence a whole



year. If located at Bangalore such a school will need to hold one long term at Bangalore and a shorter term at some suitable summer resort. Poona is thus supplemented at Mahableshwar. Dehra-dun, which has been suggested as a suitable location for a permanent language school for Central and Northwestern India, might from the standpoint of accessibility to missionary activity be inferior to Lucknow.

(3) *It should have a representative management.*—When an educational institution of high rank exists within the language area in a proper locality, representing many Missions and being trusted by them, the missionary training school may often wisely be placed under the direction of its corporation. Four schools have already been thus placed. Such a step insures permanence of policies, a standardizing of methods and curriculum and a dignifying of the training process.

Where no such institution is available, the board of management should be no less representative. Experience seems to show that for a single Mission, however enterprising, to maintain a school to which it welcomes young missionaries of other Societies is not in the long run as desirable as to have the same enterprise directed by all the Societies concerned as their common enterprise. Even less to be approved is such a school conducted as a private enterprise of some individual. The proper training of missionaries is essentially a matter of common interest, the responsibility for which ought to be distributed, each Mission having a real share in the undertaking. It is truly a cooperative task.

(4) *It should have a competent director.*—The director is the secret of the success or failure of a school. A first rate linguist is not necessarily a good director. It is the director's business to train and use talent rather than to furnish it himself. To these other qualities he should add evangelistic passion, so that under his guidance and influence first year missionaries will steadily advance in the comprehension of their missionary task and in their enthusiasm to undertake it, bending themselves to language mastery, because it is their most direct means to the larger end. He should become familiar with the best modern methods of language teaching. He should, if possible, be a good linguist, yet he ought to be chosen for his ability to stimulate the efforts of his students and to direct the work of his staff rather than on the basis of his own scholarship in the vernacular.

Generally speaking, the best director can be found among the younger missionaries. The task calls for vigor and a readiness to learn. The one chosen should, however, have gained the confidence of his colleagues in his ability and in his judgment. He should have become at least fairly competent as a linguist and student of the literature of his adopted country. Before he assumes the responsibility of the directorship, he should, if possible, have an opportunity to look into the methods now used at home in the scientific

teaching of languages, and make a visit to one or two of the training schools already in successful operation on mission fields. During the past decade or so the methods of first rate language teaching have been revolutionized. Only a director who is ready and eager to learn can keep pace with them. Some of the failures among language schools on the field have, apparently, been due to the choice of a director who did not know modern methods and clung to those of a generation ago.

The usual method by which the board of management secures a director is through his allocation by his Mission to the work of the language school. Invariably, the man who is best qualified to take this important post will be a man who has already proven his great value for other kinds of work. To allocate him to the directorate will require genuine sacrifice on the part of his Mission and of his Board. To make this sacrifice, however, should be regarded by any Mission as a coveted honor. No greater contribution can be made to the efficiency of the oncoming missionary body. To appoint a man as director because he happens to be available or for any other reason than on account of capacity for the task is to invite disaster.

(5) *It should have a staff of trained teachers to whom the language taught is a mother tongue.*—One of the fallacies of the past has been the idea that the faculty of a language school should be composed of missionaries, chosen for their mastery of the vernacular and its literature. Such men have an important place in a broad scheme of training, but rather in advanced work on the literature than in the work of developing the ability to speak. The director's chief task is the discovery of competent nationals, their instruction and training in the steady use of correct teaching methods, and the unremitting maintenance of standards. His real value may be gauged by his ability in due time to develop a permanent faculty of nationals who will do the work with beginners and much of that with advanced students. It will be an acid test of his efficiency but a proper one. Each vernacular teacher should be selected, employed, trained, promoted and controlled by the school through the director and through him alone. A group of such teachers form a true language faculty. They should be men of superior education, properly paid for their important and responsible task, and held rigidly to its successful performance. The standards cannot be kept too high. The better the teachers the surer and better the results.

(6) *There should be a "direct" method of language teaching.*—A "direct" method makes continuous use of the vernacular in the class room, the student's mother tongue being used sparingly, and only by the director for purposes of explanation. The "direct" method trains the ear to hear and the organs of speech to pronounce and the mind to remember, before it trains the eye to see or the hand to write. It seeks to develop an ability to hear correctly and to speak idiomatically. The application of the principles of a sound, direct method of instruction to any particular language is a laborious and



rather technical task, but the results fully justify the labor. The time required for acquiring the ability to speak a vernacular is thereby greatly reduced.

A good method is indispensable for laying the foundation for an easy use of the vernacular. Our leading language schools supplement the "direct" method in at least three ways: (1) They provide for the repeated use of memorized sentences and phrases until these become habituated; (2) they provide for the presentation and mastery of absolute essentials in the vernacular—words, idioms and constructions—to intelligent expression in the wisest order. The coordination of this material is one of the most important tasks devolving on the director and his faculty. (3) They provide for a steady training of the ear to hear with accuracy. The working out of a day by day method of induction into the vernacular is a task which taxes the wisdom of the very best director.

(7) *There should be developed, whenever possible, a permanent educational plant.*—A first rate plant for a training school demands an assembly room for the entire school, executive offices, teachers' rooms, class rooms, cubicles, proportioned in number to the size of the school, where a teacher can meet from one to three pupils without disturbance, a library, hostels for the students and recreation grounds. Such a plant will add much to the efficiency of a school. At first it will have to be rented or donated, but in time it can be owned. The schools in China, at Nanking and Peking, have taken steps to secure adequate plants.

One great advantage of a plant, as contrasted with a mere provision for class rooms and the distribution of students among the resident missionaries, is the close association for months of young missionaries of varying communions. They are all at a fairly general level of experience, and are of help to one another. Their contacts with missionaries and with the missionary activity of the city are likely to be just as frequent and as helpful as when all are quartered in missionary homes. The right type of director, with a competent dean of women or house mother, will deliver at the end of some months of study a friendly, alert, forward-looking group of young missionaries, confident of their powers, eager to begin their sacred task, made acquainted with the ways and manners of their adopted people and carried past the pitfalls and testings of the strenuous and trying first year on the field. In some proportion to the completeness of the plant will be the assurance of these results.

(8) *It should enlist a cooperating missionary staff.*—Missionaries and others of ripe experience may often be secured for lectures which will introduce the young missionary to his area. However well he may have already studied its history, geography, social conditions, religious and political problems and its missionary history, problems and methods, these need to be brought up to date. In the judgment of competent scholars this may be done, provided the right lecturers are obtainable, not only without interference with the energetic,

steady attack upon the vernacular, but in a way which assists and strengthens that attack by introducing a healthful variety into the weekly grind. The North China school has shown most clearly the feasibility of achieving both of these ends. In 1919-20 it enrolled and used, besides the executives and the language staff of sixty-three, an associated group of twenty-two missionaries and civilians who served as lecturers. The data given regarding other schools show that most of those which are thoroughly organized aim to provide, in accordance with their resources, similar opportunities. The school at Tokyo, although well placed for such general service, is reported to pay relatively slight attention to other than linguistic needs. If a language school is to become a training school for the field it goes without saying that these larger opportunities must be afforded.

#### 6. Schools in Minor-Language Areas

In the non-Mandarin speaking districts of China, in parts of India and Southeastern Asia, in Africa and Oceania there are areas so small and with so limited a number of missionaries that a school of the kind described may seem out of the question. In the Wu dialect region of China, for instance, or in South India and Ceylon and Burma it may seem necessary to organize a scheme for teaching new missionaries for each different language area however small. The Canton, Fukien and Soochow schools in China and the Kodaikanal and Dharmasala schools in India are examples. Even if the Missions concerned determine to organize a special school for each small area, on the ground that the different languages cannot be taught at one center successfully, these schools should be thoroughly organized for the work which they attempt. This would mean the choice of a permanent director to give to the work at least a portion of his time, the utilization by him of a correct language method and the development and control of a permanent native faculty of instruction. Inquiry seems to show that in some of these smaller schools and in larger ones as well the great error has been committed of rotating directors. However small a school may be, it should have the continuous service of one competent director. Any other plan is wasteful. The value of the director will rapidly multiply through his experience.

It is not a foregone conclusion that such areas as these cannot be dealt with collectively at a large, well established union school. This matter awaits a thorough discussion. Dr. D. Willard Lyon of China in his 1907 school at Kuling, successfully provided for instruction at one time to five groups of students, through competent native instructors, in three varieties of the Mandarin, in the Wu dialect and in Cantonese. The whole school received instruction as a body in Chinese composition, in the study of Chinese characters and in Chinese etiquette.

The success of a school in any area, however small, involves the hearty cooperation of the Missions in that area, the discovery of a competent director, the persuasion of the Mission to which he



belongs to allocate him for at least a part of his time to the task of missionary training, the giving to him of an opportunity to develop an adequate method of instruction and to gather and train a permanent native faculty, and the grant to him of a control over the time of new missionaries for the necessary period at some central point. Able native teachers can be given proper training in the correct principles of teaching at any one of the established schools, or by some specialist imported for the purpose who is thoroughly in touch with the best modern methods. Under some such system as this an efficient method of training can be established anywhere.

#### 7. Language Instruction in a Mission which Is Isolated

In Africa, Oceania and many other outlying parts of missionary territory there may be a district where one or more Missions are active and where they use a common language, but where the supply of new missionaries is relatively small. Such Missions or such a group of Missions ought to be encouraged to adopt a carefully planned, scientific scheme of language teaching and missionary training as over against a haphazard scheme. In such an area, however small, it would be wise to appoint one capable missionary to oversee all the newcomers and to give the director thus appointed time and opportunity to ascertain and apply the best methods for the mastery of his particular vernacular, and to train competent native teachers to take the most of this work on their own shoulders while still under his direction. The essentials of a scientific method, as practiced in the very best schools, are applicable in such a situation.

New missionaries, bound for Missions where no definitely located school or language class is available, should have a course in general phonetics before they leave the home base. Such a course generally begins with a training in the analysis of the sounds of the mother tongue, and includes training in hearing and writing English with phonetic accuracy. Further, such a course should give the pupil an opportunity to hear and record the sounds of some Oriental or other strange language, and if possible introduce him to the probable or actual pronounciational difficulties of the language he is about to learn. These should include the recognition of tonal difficulties which are found in many Asiatic or African languages. These are also found in English, though usually unrecognized. This training of the ear to hear discriminately is the principal reason for phonetic instruction.

Along with this phonetic training the new missionary will be greatly helped by a course in the fundamental principles of language mastery as applied to all languages. If the home instructor can illustrate this course from the prospective field of the missionary so much the better. Missionaries going to Africa or to other places where they may meet an unwritten tongue or one only partially developed should intensify their training in hearing, analyzing and writing strange sounds and rhythms.

Given such a training the new missionary will be fitted to take up the task of mastering a new vernacular with intelligence, hopefulness, some idea of a proper method and with resourceful enthusiasm. He will not be entirely helpless if left to the oversight of an overworked missionary or even in the hands of an untrained native teacher. If his Mission, however, is able to assign him skillful guidance he will be able to make very satisfactory progress.

It would seem worthwhile for any Mission on the field as well as for the home Boards to give serious attention to this important problem of the mastery of a vernacular by the new missionary. If he does not get a good start toward that mastery during his first year or so on the field, it is safe to assume that he will always be handicapped.

#### 8. Language Study After Leaving a School

One year of study, however efficient, serves only as an introduction to the vernacular of the missionary's field. In practice this year covers from six to nine months, with the addition in some cases of one or two months of study at a summer school. The general judgment of missionaries seems to favor the departure of the young missionary from the training school to his destined scene of service as soon as he has received that thorough introduction. In Japan some Missions require two years of residence at the school, believing this period to be essential. In all cases the young missionary still requires the service of a native teacher for his advancement in the language; he must still make acquaintance with the literature of his vernacular. He ought to devote regular hours of study to these and similar tasks for at least two years more.

In the past each Mission on the field through a committee has taken charge of its young missionaries until they have passed certain required language examinations. In the interests of a sound, definite scheme of procedure it may seem wise, whenever feasible, to shift that responsibility to a cooperative committee on which the faculty of the organized language school shall be definitely represented. Some way should be provided whereby the school can keep in close touch with its students during the next year or two of their studies after leaving it. The language faculty can largely assist the Missions of its own area by providing for intensive advanced work at the school for short periods, by developing correspondence methods of instruction, by organizing vacation schools for advanced work and, above all, by the training and furnishing of competent native teachers for the use of graduates. In China the schools at Peking, Nanking and Chengtu report courses of study covering several years. The school at Chengtu conducts vacation extension courses at two of the West China summer resorts. Probably other schools follow these plans to a greater or less degree. All language schools would do much more for the Missions and the missionaries of their area, if their staffs were large enough to allow for considerable outside work. In China the Missions are reported as willing to grant the schools all



the functions they are willing and able to undertake. Cooperative plans should surely be worked out in each area. Nothing is likely to be more harmful to the progress of a young missionary than, after graduation from a good language school, to fall under the supervision of a Mission language committee out of sympathy with the methods used in the school.

#### 9. Preparation at the Home Base

A question of considerable importance in missionary training is that of allotting the tasks of training as between training schools on the field and those at the home base. This question can never be settled until there is virtual unanimity in the requirements of missionary Boards. So many missionaries are even now sent to the field with a minimum of training that a large number will always be reaching the schools for new missionaries with a scanty preparation for the areas to which they are sent. A report like this, however, considers the standards which ought to be maintained.

What the missionary mind regards as desirable for the new missionary by way of home training, wherever it can be attained, was summed up for India by the National Conference at Calcutta, December 1912.

A broad, general culture.

A thorough training in theology and in Christian service.

The history and comparison of religions.

The theory and practice of teaching.

An introduction to the history, geography and religions of India.

Sanskrit or Arabic (for the occasional scholar).

An introduction to phonetics.

A knowledge of business methods and hygiene.

This list represented the training desired in case of a first class general missionary, ready to meet all reasonable demands made upon him. To the list might well be added general missionary preparation, including an understanding of the aim of missions and the relation of this aim to economic, industrial and social conditions, the history and comparative study of missionary methods and policies, historic and present points of contact between the East and the West, and the innumerable problems involved in the religious contacts, moral conditions, etc., of the field.

Such a preparation tests to the utmost the resources of our colleges, theological seminaries and institutions for missionary training. In actual experience the student, thus well prepared, enters more efficiently into the opportunities, however broad, of his first year on the field.

#### 10. The Cost of an Organized School

Your committee is unable to present in this preliminary report accurate data regarding the initial expense or the average running expenses of a training school on the field. It is not unlikely that a first rate school, organized to reach results, is more expensive than an arrangement which follows the old plan. Yet the expense of de-

veloping a good language school should not be unduly great, providing that one of the participating Boards is willing to allocate to the work the missionary chosen to become the director. It would then pay his regular salary and allowances, the school providing for all extraordinary expenses. Doubtless a still better plan would be the placing of all proper expenses on a pro rata basis from the start. The costs of an adequate staff of instructors and of reasonable facilities for the school are usually met by the charging of tuition fees or provided by grants from each Mission which sends missionaries to be trained. Whatever expenditures of this character are clearly endorsed by Missions on the field are almost certain to be approved by the Boards at home. The provision by each participating Board for the tuition fees and for the upkeep of its share of the student body in a school may call for more than the usual expense account of a first year missionary who is devoting his whole time to the mastery of the vernacular. By general consent, however, there are two fair equivalents for the added expense, if there be any. There is a great saving in the time required to make the new missionary able to stand on his feet as a "going concern," and there is an unusual opportunity for him to acquire much other knowledge essential to his success as a missionary.

Some Missions, like the Salvation Army or the China Inland Mission may choose to maintain their own language organization. This is usually on the ground of economy, but other reasons, such as the desire to give a specific kind of general training, may also have weight.

The ideal plant for a school in which the students are numbered annually by fifties or hundreds will cost much money. Such schools will, of course, have to demonstrate their right to live before they can get such a plant. It has already been shown in the case of the schools at Peking and Nanking that such a demonstration will bring an appropriate response. It must be remembered that a training school in the field can function with considerable success without a large educational building or dormitories or a library, as long as they have a competent director, a good native staff and a suitable location in the midst of a friendly missionary community. Yet, undoubtedly, whenever a school has been accepted by the participating Boards of its area as a permanent enterprise to be maintained and developed without question, its appropriate plant will be provided. In determining the question of permanence the development of the missionary enterprise during the next few decades will have to be considered.

#### 11. The Responsibilities of Home Boards and Missions

The relation of the home Boards and of the organized Missions on the field to the task of missionary training is, of course, most vital. Each should formulate and maintain a deliberate policy.

As regards the home Boards it may be suggested (1) that even more careful consideration should be given, at least a year before the



departure to the field, to the minimum additional preparation of each missionary candidate for efficiency on the field; (2) that pains should be taken to have the young missionary appear at the opening session of the training school on the field to which he normally goes.

As regards the Missions on the field it may be also suggested (1) that these, with each home Board, should ensure to the young missionary a free time for study, not less than six to nine months, or even more, according to the situation. Speaking generally, the autumn and winter months in the Far East, and from April to October in the Near East, are the best months for continuous work. (2) They should guard carefully the time needed in subsequent years, especially the next two years, for the young missionary to prepare adequately for his future work.

## 12. Conclusions

The Committee would briefly summarize its conclusions as follows:

(1) *The Training School on the Field has become a permanent asset of the missionary enterprise.*—Useful as such a foundation as the School of Oriental Studies in London has undoubtedly proven itself to be, it does not render training schools on the field unnecessary, at least so far as missionaries from North America are concerned. There are obvious advantages involved in doing certain aspects of the work of missionary training on the field rather than at home. Training schools already established have made a valuable contribution towards the solution of problems centering in the important yet difficult "first year" on the field. They have added amazingly to the capabilities of the missionary just about to undertake field responsibilities. They have particularly assisted in his attainment of what Professor Palmer of Harvard once called "the conjunct mind." The cooperative viewpoint and impulse, now so vital to missionary work everywhere, develops far more through association than through instruction. The training schools have also helped to enrich and steady the religious life of the young and often quite immature missionary. They aim to lay a scientific basis for that process of gradual orientation which develops the capable missionary, and to ensure that the next few years following the first year on the field shall also be definitely progressive, filled with the thrill and the sense of power that comes to those who have the measure of their tasks. Such schools are not, of course, the only solution of the training problem of the young missionary, but, where they are practicable, they seem to offer a fuller solution than any other method yet tried.

(2) *The determination of questions of number, location, organization and policy of training schools on the field deserve the immediate consideration of Boards and Missions everywhere.*—These questions are truly difficult. Many of them must be answered internationally. Their full consideration will take time, and ought to be begun without delay.

(3) *Varying conditions on the field call for equally varying solutions of these problems of missionary training.*—Some schools should be large and well equipped; others, which serve a small area, can be relatively small and inexpensive; in many Missions no school, so-called, will be practicable. In each case, however, scientific methods may be used in the instruction of the new missionary, and their adoption should be encouraged.

(4) *The discovery of a good director and the development of a trained teaching staff are the factors which seem indispensable to the success of any training project, large or small.*—The other needs of a school which have been mentioned are of great importance but they are not equally indispensable. They can be changed without wrecking the enterprise; but genuine training demands experienced direction and instruction.

(5) *The period of active language study should also afford opportunity for training in such other realms of knowledge as will fit the missionary better to understand his land and people.*—The principles which should underlie a well balanced curriculum in such a school may need considerable study, but past experience surely justifies the policy of combining linguistic training with some features of a more general training.

(6) *A successful program of training requires the closest co-operation of the Missions with the school which they patronize.*—No sound program covering the first three years of the life of a missionary can be developed without such cooperation. The faculty of a training school should be given the opportunity of following up the work of the first year. Each Mission is equally bound to respect the plans of the school and to adjust its own demands and tests in friendly cooperation.

(7) *The policies which are to guide Mission Boards and Missions in dealing with training problems must, as far as practicable, be the outcome of international thinking.*—Your Committee, in accordance with its instructions, has sought to make a statement of conditions which offers a background of experience for a full discussion of the questions involved. The Committee will take all possible pains, with the co-operation of the International Missionary Council, to secure the judgments on the matters discussed in the Report of the Mission Boards in other countries, of training school faculties, missionary organizations and experienced missionaries in the field, and of those at home who are responsibly related to the task of missionary training. In this way it is hoped that a report may be prepared and presented to the Foreign Missions Conference which will express the views of all groups of people whose experience and responsibility give weight to their judgments.



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